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INTRODUCTION

SUBJECT DESCRIPTION

Community Studies is a 10-credit subject or a 20-credit subject at Stage 1. At Stage 2 it is a 10-credit subject or a 20-credit subject in Community Studies A and Community Studies B.

Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.

By reflecting on their learning and their success in achieving their goals, students gain insights into how they can be active and responsible participants in their communities, and how they can make valuable contributions to them.

At Stage 1, and in Community Studies A, students complete a contract of work, including a community activity, and a reflection on their learning experiences. In Community Studies B, students complete a folio of evidence of their learning in a field of study, and report and reflect on a community application activity.

An identifying feature of this subject is the autonomy it gives students in deciding the focus and direction of their community activity/community application activity. Students expand and enhance their skills and understanding in a guided and supported learning program, by beginning from a point of personal interest, skill, or knowledge, and setting challenging and achievable goals. Students develop their ability to work independently and to apply their knowledge and skills in practical ways in their communities.

CAPABILITIES

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The SACE identifies seven capabilities. They are:
- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.
Literacy
Students develop their capability for literacy by, for example:
• communicating with a range of people in a variety of contexts
• asking questions, expressing opinions, and taking different perspectives into account
• using language with increasing awareness, clarity, accuracy, and suitability for a range of audiences, contexts, and purposes
• accessing, analysing, and selecting appropriate primary and secondary sources
• engaging with, and reflecting on, the ways in which texts are created for specific purposes and audiences
• composing a range of texts — written, oral, visual, and multimodal
• reading, viewing, writing, listening, and speaking, using a range of technologies
• developing an understanding that different text types (e.g. website, speech, newspaper article, film, painting, data set, report, set of instructions, or interview) have their own distinctive stylistic features
• acquiring an understanding of the relationships between literacy, language, and culture
• identifying the specific literacy skills required for the chosen community activity/community application activity.

Numeracy
Students develop their capability for numeracy by, for example:
• communicating ideas to a range of audiences, using appropriate language and representations such as symbols, tables, and graphs
• analysing information displayed in a variety of representations and translating information from one representation to another
• justifying the validity of the findings, using everyday language, when appropriate
• applying skills in estimating and calculating, to solve and model everyday problems using thinking, written, and digital strategies
• interpreting information given in numerical form in diagrams, maps, graphs, and tables
• visualising, identifying, and sorting shapes and objects in the environment
• interpreting patterns and relationships when solving problems
• recognising spatial and geographical features and relationships
• recognising and incorporating statistical information that requires an understanding of the diverse ways in which data are gathered, recorded, and presented.

Information and Communication Technology Capability
Students develop their capability for information communication and technology by, for example:
• understanding how contemporary information and communication technologies affect communication
• critically analysing the limitations and impacts of current technologies
• considering the implications of potential technologies
• communicating and sharing ideas and information, to collaboratively construct knowledge and digital solutions
• defining and planning information searches of a range of primary and secondary sources when investigating the community activity/community application activity or undertaking tasks in the area or field of study
• developing an understanding of hardware and software components, and operations of appropriate systems, including their functions, processes, and devices related to the area or field of study
• applying information and communication technology knowledge and skills to a range of methods to collect and process data, and transmit and produce information
• learning to manage and manipulate electronic sources of data, databases, and software applications
• applying technologies to design and manage projects.

Critical and Creative Thinking

Students develop their capability for critical and creative thinking by, for example:
• thinking critically, logically, ethically, and reflectively
• learning and applying new knowledge and skills
• accessing, organising, using, and evaluating information
• posing questions and identifying and clarifying information and ideas
• developing knowledge and understanding of a range of research processes
• understanding the nature of innovation
• recognising how knowledge changes over time and is influenced by people
• exploring and experiencing creative processes and practices
• designing features that are fit for function (e.g. physical, virtual, or textual)
• investigating the place of creativity in learning, the workplace, and community life
• examining the nature of entrepreneurial enterprise
• reflecting on, adjusting, and explaining their thinking, and identifying the reasons for choices, strategies, and actions taken, applying time management strategies
• setting challenging and achievable goals
• considering different possibilities, considering alternatives, and solving problems
• generating new ideas in specific contexts, seeing existing situations in new ways
• sorting out conflicting claims and weighing evidence
• making plans and being strategic.

Personal and Social Capability

Students develop their personal and social capability by, for example:
• developing a sense of personal identity
• reviewing and planning personal goals
• developing an understanding of, and exercising, individual and shared obligations and rights
• participating actively and responsibly in learning, work, and community life
• establishing and managing relationships in personal and community life, work, and learning
• developing empathy for and understanding of others
• making responsible decisions based on evidence
• working effectively in teams and handling challenging situations constructively
• building links with others, locally, nationally, and/or globally.

**Ethical Understanding**

Students develop their capability for ethical understanding by, for example:
• identifying and discussing ethical concepts and issues
• considering ethical and safe research processes, including respecting the rights and work of others, acknowledging sources, and observing protocols when approaching people and organisations
• appreciating the ethical and legal dimensions of research and information
• reflecting on personal ethics and honesty in experience and decision-making
• exploring ideas, rights, obligations, and ethical principles
• considering workplace safety principles, practices, and procedures
• developing ethical sustainable practices in the workplace and the community
• inquiring into ethical issues, selecting and justifying an ethical position, and understanding the experiences, motivations, and viewpoints of others
• debating ethical dilemmas and applying ethical principles in a range of situations
• taking responsibility to protect, maintain, and improve quality of life and environment for all members of society.

**Intercultural Understanding**

Students develop their capability for intercultural understanding by, for example:
• identifying, observing, analysing, and describing characteristics of their own cultural identities and those of others (e.g. group memberships, traditions, values, religious beliefs, and ways of thinking)
• recognising that culture is dynamic and complex and that there is variability within all cultural, linguistic, and religious groups
• learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others, and cultivate mutual respect
• developing skills to relate to and move between cultures
• acknowledging the social, cultural, linguistic, and religious diversity of a nation, including those of Aboriginal and Torres Strait Islander societies in Australia
• recognising the challenges of living in a culturally diverse society and of negotiating, interpreting, and mediating difference
• recognising, acknowledging, appreciating, and valuing the contribution of diverse cultural groups within a community
• learning to value and view critically their own cultural perspectives and practices and those of others
• communicating with others to analyse intercultural experiences critically.
ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE, CULTURES, AND PERSPECTIVES

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

• providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
• recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
• drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
• promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.
Stage 1 Community Studies
LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Community Studies.

In this subject, students are expected to:
1. negotiate, plan, and make decisions about a community activity, and develop challenging and achievable goals for the contract of work
2. identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development
3. work individually and with others
4. locate, select, organise, and use ideas, resources, and information
5. learn in a range of settings, including the school and the wider community
6. take practical action in the community
7. seek feedback from the community, and reflect on their own learning.

AREAS OF STUDY

Community Studies is a 10-credit subject or a 20-credit subject at Stage 1. Students may undertake more than one Community Studies subject.

In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:
- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology, and the Community
- Work and the Community.

As part of their program of learning, students may undertake a community activity that applies to more than one area of study. The area of study chosen should reflect the primary focus or emphasis of the activity.

Where students undertake more than one Community Studies subject, they prepare a contract of work for each subject.

Some ideas for community activities in the six areas of study are described on the following pages.
Ideas for Activities in each Area of Study

Arts and the Community

Activities in this area of study are likely to be about the visual arts (e.g., painting, pottery, sculpture, computer-generated art, graphic design, photography, and craft), the performing arts (e.g., acting, writing, dance, music, technical production, lighting, stagecraft, costume design, sound recording, and design and/or construction of products). Activities in this area of study can provide students with opportunities to develop and demonstrate different capabilities, with a particular focus on literacy, numeracy, critical and creative thinking, and personal and social capability.

Examples of activities are:

- creating a mosaic for a public facility
- managing front of house for a community play
- performing mime
- creating a form of Indigenous art or craft — for example, visual art, dance, drama, or music — for an exhibition or performance
- illustrating a book for a community organisation
- designing and creating an artistic web page for a local community organisation
- making a movie
- designing an interior for a community organisation
- designing fashion clothing or accessories for a community fundraising event.

Communication and the Community

Activities in this area of study are likely to involve using language to communicate: for example, learning a community language or English; writing; giving a talk in public; developing skills in information and communication technologies; and raising awareness of body language. These activities can provide students with opportunities for focused development of the information and communication technology capability, and the capabilities for literacy, numeracy, and intercultural understanding.

Examples of activities are:

- preparing a public presentation
- translating and transcribing a document from one language to another
- presenting stories, signs, or other materials in two languages
- writing articles for the school magazine or local newspaper
- writing and/or publishing poetry or a book
- creating a blog and using other web-based products
- interviewing people in the local community about their experiences
- providing an information-processing service for a community organisation
- creating a document/blog making connections between language and culture.
Foods and the Community

Activities in this area of study are likely to be about nutrition, food preparation and presentation, catering, the dietary needs of particular groups, and/or food hygiene. These activities can provide students with opportunities for focused development of the personal and social capability, and the capabilities for literacy, numeracy, ethical understanding, and intercultural understanding.

Examples of activities are:
- developing a healthy eating plan for a child
- preparing bush tucker
- compiling a recipe book for a community group
- investigating commercial cookery technology
- investigating how food outlets are changing
- investigating how eating out is developing and changing
- developing a healthy eating plan on a budget
- catering for a community group
- developing a healthy breakfast program for a school community.

Health, Recreation, and the Community

Activities in this area of study are likely to be about health, fitness, nutrition, recreation, and/or leisure and can provide students with opportunities for focused development of the personal and social capability, and the capabilities for literacy, numeracy, and ethical understanding.

Examples of activities are:
- managing aspects of a sports organisation or competition
- planning a bushwalking program
- organising an orienteering course
- creating a healthy-living blog for a focus group or organisation
- organising a community picnic
- organising a function for a local organisation
- producing a management plan for a dietary disorder
- working with the local council to develop or improve local programs
- caring for a family member with depression.

Science, Technology, and the Community

Activities in this area of study are likely to be about scientific methods and practices, natural and/or built environments, and technologies. Technology could include information technology, construction technology, food technology, information processing, word processing, and/or automotive technology. These activities can provide students with opportunities for focused development of the information and communication technology capability, and the capabilities for literacy, numeracy, and critical and creative thinking.
Examples of activities are:
- using a part-time job in the aged-care industry to explore hygiene and infection management practices
- testing water samples in a local creek, river, or harbour
- investigating safety issues related to chemicals used in a range of work and/or home environments
- investigating safety issues related to cars
- tagging and monitoring endangered species
- designing and constructing a bird hide for a park
- building facilities that fit into the natural environment
- looking at the environmental impact of irrigation
- developing wetlands
- developing or conducting an ecotourism activity
- building boardwalks to protect sand dunes
- investigating and controlling noxious weeds
- creating a sustainable community vegetable garden
- creating a native plant garden
- designing and constructing a piece of furniture for a community organisation
- planning a design for a garden irrigation system
- designing an environmentally friendly garden or area
- designing a bush-tucker website
- rebuilding a car engine
- working with other people to prepare a car for a rally
- building a web page or blog for a project
- building a part of a solar car
- working on a vehicle for the Australian International Pedal Prix
- using desktop publishing to put together an e-portfolio
- helping the webmaster of a local community group
- providing computer maintenance for a community organisation
- participating in a community construction project.

Work and the Community

Activities in this area of study are likely to be about paid work, unpaid work, business, or enterprise. These activities can provide students with opportunities for focused development of the capabilities for literacy, numeracy, critical and creative thinking, ethical understanding, and intercultural understanding.

Examples of activities are:
- comparing various roles within a part-time job
- working in a part-time job
- volunteering/service learning
- working as a member of a community organisation (e.g. as a swimming instructor)
- painting a community house
• investigating industrial relations issues in the workplace (e.g. occupational health and safety, or equal opportunity practices)
• investigating the hours spent by family members on unpaid work in the community
• investigating how workers feel about their work environments
• planning and managing a fundraising project
• taking responsibility for an aspect of a family business
• creating an e-business
• finding out about the legal requirements of running a business
• looking at the business profile of the local community
• devising a form of advertising for a local business
• preparing financial papers for other people.
ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Community Studies:

- Assessment Type 1: Contract of Work
- Assessment Type 2: Reflection.

For a 10-credit and a 20-credit subject, students should provide evidence of their learning through the completion of a contract of work, which involves each of the two assessment types. The nature, scope, and depth of the community activity should be reflected in the time allocated to a 10-credit or a 20-credit subject.

Where a community activity is undertaken in a group context, each student must present evidence of individual learning so that it can be assessed against the performance standards.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by teachers to:

- clarify for the student what he or she needs to learn
- design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

- planning and organisation
- communication and interaction
- fulfilment of contract of work
- reflection.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.
Planning and Organisation
The specific features are as follows:

PO1 Planning, exploration, and development of a contract of work with challenging and achievable individual goals, and strategies for completing the contract.

PO2 Identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.

PO3 Exploration of relevant capabilities and identification of one or more capabilities for focused development.

Communication and Interaction
The specific features are as follows:

CI1 Response to feedback from teacher(s), peer(s), and community contact(s) to inform planning and development of the community activity.

CI2 Interaction with community contact(s) to help progress and complete the community activity.

CI3 Presentation of a record of evidence, including evidence of the development of one or more capabilities related to the community activity.

Fulfilment of Contract of Work
The specific features are as follows:

FC1 Completion of work in a contract.

FC2 Practical action in the school or local community.

FC3 Selection of different sources and application of information relevant to the community activity.

FC4 Development and use of specific knowledge, skills, and capabilities to complete work in the contract.

FC5 Independent work and, where relevant, contributions to shared learning situations.

Reflection
The specific features are as follows:

R1 Review of ongoing progress of the community activity against individual goals.

R2 Reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.

R3 Reflection on the value of the community activity to the student and to others.
SCHOOL ASSESSMENT

Assessment Type 1: Contract of Work

Development of Contract

Students develop a contract of work that shows evidence of how they plan and organise their chosen community activity. This contract of work should give detailed information in each part (see the pro forma on the SACE website — www.sace.sa.edu.au). For most students, the contract of work is developed within the first few weeks of the program. Students may change or modify all or some of their initial contract as part of an ongoing planning strategy.

In a contract of work, students provide evidence of:

- identifying an area of interest and developing this into a practical community activity with clearly defined, challenging, and achievable goals, and strategies for completing the contract
- assessing their existing knowledge and skills, including literacy and numeracy skills, and identifying new knowledge and skills for development, to complete the chosen activity
- exploring the capabilities and identifying one or more for focused development in the context of their community activity.

Folio

Students compile and maintain a record of evidence to document their learning in a community context as they undertake all parts of the contract of work. The folio should include evidence of the development of one or more capabilities related to the community activity.

Evidence may be presented using one or a combination of the following forms: written, oral, visual, or digital. Examples could include a logbook or journal entries accompanied by photographs with captions, records, scripts of interviews, minutes of meetings, emails, blogs, wikis, video, or multimedia. Students also reflect on their ongoing development of knowledge and skills and on the feedback they receive from teachers, peers, community contact(s), and others.

Students provide evidence of:

- planning, undertaking, and completing their community activity
- engaging in activities to complete the community activity (e.g. telephoning or emailing, researching from different sources, summarising meetings, and formulating plans) and presenting these in different forms (e.g. digital recording, photographs, transcripts, and other appropriate forms)
- explaining changes or modifications to the contract of work
- inviting feedback from others, including the community contact(s)
- reflecting on the ongoing development of knowledge, skills, and capabilities.

Community Activity

Students provide evidence of the extent and quality of their learning in undertaking and completing the community activity. Evidence of learning may be presented using one or a combination of the following forms: written, oral, visual, or digital. This allows students to demonstrate the completion of their community activity after working with and seeking feedback from teachers, peers, community contact(s) and others.
Activities are designed and developed to suit the focus of individual students’ areas of study.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:
- planning and organisation
- communication and interaction
- fulfilment of contract of work
- reflection.

Assessment Type 2: Reflection

Students reflect on what they have learnt during their community activity and the value of that learning to them. This enables students to review ongoing progress and evaluate their learning experiences throughout the community activity. Evidence of learning may be presented using one or a combination of the following forms: written, oral, visual, or digital.

This assessment type should include a reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity. Students reflect on the value of the community activity by identifying, analysing, and assessing, for example, specific problems or challenges encountered; aspects of the activity that were successful and the reasons for this success; the development of their chosen capabilities; their preferred ways of learning; newly acquired knowledge and skills and how these could be used in their future life or career paths; and the ways in which others can benefit from the community activity.

Activities are designed and developed to suit the focus of individual students’ areas of study.

The reflection should be a maximum of 500 words if written or a maximum of 3 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criterion:
- reflection.

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:
- referring to the performance standards
- taking into account the weighting of each assessment type
- assigning a subject grade between A and E.
### Performance Standards for Stage 1 Community Studies

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<td><strong>A</strong></td>
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<tr>
<td>Focused planning and exploration, and purposeful development of a contract of work with challenging and achievable individual goals, and clear strategies for completing the contract.</td>
<td>Thoughtful and critical response to feedback from teacher(s), peer(s), and community contact(s) to inform planning and development of the community activity.</td>
<td>Completion of all work in a contract</td>
<td>Thoughtful and detailed review of ongoing progress, with justification of choices and actions in relation to the individual goals and purpose of the community activity.</td>
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<td>Insightful identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</td>
<td>Constructive interaction with community contact(s) to help progress and complete the community activity.</td>
<td>Well-planned and significant practical action in the school or local community.</td>
<td>In-depth reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</td>
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<td>Thorough exploration of relevant capabilities and clear identification of one or more capabilities for focused development.</td>
<td>Comprehensive presentation of a record of evidence, including evidence of the clear and focused development of one or more capabilities related to the community activity.</td>
<td>Insightful selection of a variety of sources and application of highly relevant and appropriate information to inform the community activity.</td>
<td>Insightful reflection on the value of the community activity to the student and to others.</td>
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<p>| <strong>B</strong>                    |                              |                               |            |
| Well-considered planning and exploration, and logical development of a contract of work with challenging and achievable individual goals, and several strategies for completing the contract. | Thoughtful response to feedback from teacher(s), peer(s), and community contact(s) to help progress and complete the community activity. | Completion of all work in a contract | Detailed review of ongoing progress, with justification of several choices and actions relevant to the individual goals and purpose of the community activity. |
| Thoughtful identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed. | Well-organised interaction with community contact(s) to inform planning and development of the community activity. | Well-organised and appropriate practical action in the school or local community. | Thoughtful reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity. |
| Well-considered exploration of relevant capabilities and identification of one or more capabilities for focused development. | Thorough presentation of a record of evidence, including evidence of the clear development of one or more capabilities related to the community activity. | Thoughtful selection of different sources and application of appropriate information relevant to the community activity. | Well-considered reflection on the value of the community activity to the student and to others. |
| Completion of all work in a contract | Mostly productive development and use of specific knowledge, skills, and capabilities to complete work in the contract. | Mostly productive independent work and, where relevant, mostly productive contribution to shared learning situations. |
| | Mostly productive independent work and, where relevant, mostly productive contribution to shared learning situations. | | |</p>
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<td><strong>C</strong></td>
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<tr>
<td>In consultation with the teacher and others, appropriate planning, exploration, and development of a contract of work, with achievable individual goals, some of which are challenging, and a small number of strategies for completing the contract. Appropriate identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed. Considered exploration of some aspects of relevant capabilities and identification of one or more capabilities for focused development.</td>
<td>Considered response to aspects of the feedback from teacher(s), peer(s), and community contact(s) to inform planning and development of the community activity. Appropriate interaction with community contact(s) to help progress and complete the community activity. Competent presentation of a record of evidence, including evidence of the appropriate development of one or more capabilities related to the community activity.</td>
<td>Completion of all work in a contract Mostly organised practical action in the school or local community. Competent selection of different sources and application of some appropriate information relevant to the community activity. Appropriate development and use of specific knowledge, skills, and capabilities to complete work in the contract. Generally productive independent work and, where relevant, generally productive contribution to shared learning situations.</td>
<td>Review of several aspects of the progress of the community activity, with some detail in sections. Considered reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity. Considered reflection on the value of the community activity to the student and to others.</td>
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<td><strong>D</strong></td>
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<td>With support, the setting of some achievable individual goals and identification of at least one strategy for a contract of work. With support, identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed. Some identification of aspects of a capability and its relevance to the community activity.</td>
<td>Some endeavour to respond to selected prompt-questions from the teacher about feedback from teacher(s), peer(s), and community contact(s). The response may or may not inform the community activity. Some evidence of brief interaction with one or more community contacts, and of seeking feedback. Partial presentation of some aspects of the record of evidence, including evidence of some endeavour to develop one or more capabilities.</td>
<td>Completion of some work in a contract Engagement in some aspects of a school or local community activity. Consideration of a narrow range of sources and application of some relevant and appropriate information selected with support. Application of one or more skills to complete aspects of work in the contract. With prompting, some independent work and, where relevant, some contribution to shared learning.</td>
<td>Superficial review of aspects of progress. Description of some development of knowledge and skills, including aspects of a capability, during the community activity. Partial reflection on some aspects of the value of the community activity to the student or to others.</td>
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<td><strong>E</strong></td>
<td>With support, identification of some individual goals for a contract of work, and recognition of the need to identify strategies for completing the contract. Recognition, with prompting, of existing knowledge or skills, and/or literacy or numeracy skills, and knowledge or a skill to be developed. Emerging awareness of the capabilities and their relevance.</td>
<td>Emerging preparedness to communicate with the teacher about feedback from teacher(s), peer(s), and community contact(s). Occasional interaction with one or more community contacts. Limited presentation of a record of evidence, including evidence of isolated attempts to develop one or more capabilities.</td>
<td>Completion of a limited amount of work in a contract Participation in an aspect of a school or local community activity. Some recognition of the need to identify sources and select relevant and appropriate information. Application of a skill to an aspect of work in the contract. Isolated attempts to work independently or with others when prompted. Identification of one aspect of progress, with limited detail. Description of a skill or an aspect of a capability related to the community activity. Brief description of personal learning related to the community activity.</td>
</tr>
</tbody>
</table>
ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).
SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE
Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH
Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).
Stage 2 Community Studies A
LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Community Studies A.

In this subject, students are expected to:

1. negotiate, plan, and make decisions about a community activity, and develop challenging and achievable individual goals for the contract of work
2. identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development
3. work individually and with others
4. locate, select, organise, and use ideas, resources, and information
5. learn in a range of settings, including the school and the local or wider community
6. take practical action in the community
7. seek feedback from the community
8. present the activity to the community
9. evaluate and reflect on the completion of the contract, the feedback received, and their own learning.

AREAS OF STUDY

Community Studies A is a 10-credit subject or a 20-credit subject at Stage 2. Students may undertake more than one Community Studies subject, but only one per area of study.

In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology, and the Community
- Work and the Community.

As part of their program of learning, students may undertake a community activity that applies to more than one area of study. The area of study chosen should reflect the primary focus or emphasis of the activity.
Where students undertake more than one Community Studies subject, they prepare a contract of work to undertake a community activity in each subject. These contracts must be in different areas of study.

Some ideas for community activities in the six areas of study are described on the following pages.

**Ideas for Activities in each Area of Study**

**Arts and the Community**

Activities in this area of study are likely to be about the visual arts (e.g. painting, pottery, sculpture, computer-generated art, graphic design, photography, and craft), the performing arts (e.g. acting, writing, dance, music, technical production, lighting, stagecraft, costume design, sound recording, and design and/or construction of products). Activities in this area of study can provide students with opportunities to develop and demonstrate different capabilities with a particular focus on literacy, numeracy, critical and creative thinking, and personal and social capability.

Examples of activities are:
- creating a mosaic for a public facility
- managing front of house for a community play
- performing mime
- creating a form of Indigenous art or craft — for example, visual art, dance, drama, or music — for an exhibition or performance
- illustrating a book for a community organisation
- designing and creating an artistic web page for a local community organisation
- making a movie
- designing an interior for a community organisation
- designing fashion clothing or accessories for a community fundraising event.

**Communication and the Community**

Activities in this area of study are likely to involve using language to communicate; for example, learning a community language or English; writing; giving a talk in public; developing skills in information and communication technologies; and raising awareness of body language. These activities can provide students with opportunities for focused development of the information and communication technology capability, and the capabilities for literacy, numeracy, and intercultural understanding.

Examples of activities are:
- preparing a public presentation
- translating and transcribing a document from one language to another
- presenting stories, signs, or other materials in two languages
- writing articles for the school magazine or local newspaper
- writing and/or publishing poetry or a book
- creating a blog and using other web-based products
- interviewing people in the local community about their experiences
- providing an information-processing service for a community organisation
- creating a document/blog making connections between language and culture.
Foods and the Community
Activities in this area of study are likely to be about nutrition, food preparation and presentation, catering, the dietary needs of particular groups, and/or food hygiene. These activities can provide students with opportunities for focused development of the personal and social capability, and the capabilities for literacy, numeracy, ethical understanding, and intercultural understanding.

Examples of activities are:
- developing a healthy eating plan for a child
- preparing bush tucker
- compiling a recipe book for a community group
- investigating commercial cookery technology
- investigating how food outlets are changing
- investigating how eating out is developing and changing
- developing a healthy eating plan on a budget
- catering for a community group
- developing a healthy breakfast program for a school community.

Health, Recreation, and the Community
Activities in this area of study are likely to be about health, fitness, nutrition, recreation, and/or leisure and can provide students with opportunities for focused development of the personal and social capability, and the capabilities for literacy, numeracy, and ethical understanding.

Examples of activities are:
- managing aspects of a sports organisation or competition
- planning a bushwalking program
- organising an orienteering course
- creating a healthy-living blog for a focus group or organisation
- organising a community picnic
- organising a function for a local organisation
- producing a management plan for a dietary disorder
- working with the local council to develop or improve local programs
- caring for a family member with depression.

Science, Technology, and the Community
Activities in this area of study are likely to be about scientific methods and practices, natural and/or built environments, and technologies. Technology could include information technology, construction technology, food technology, information processing, word processing, and/or automotive technology. These activities can provide students with opportunities for focused development of the information and communication technology capability, and the capabilities for literacy, numeracy, and critical and creative thinking.
Examples of activities are:

- using a part-time job in the aged-care industry to explore hygiene and infection management practices
- testing water samples in a local creek, river, or harbour
- investigating safety issues related to chemicals used in a range of work and/or home environments
- investigating safety issues related to cars
- tagging and monitoring endangered species
- designing and constructing a bird hide for a park
- building facilities that fit into the natural environment
- looking at the environmental impact of irrigation
- developing wetlands
- developing or conducting an ecotourism activity
- building boardwalks to protect sand dunes
- investigating and controlling noxious weeds
- creating a sustainable community vegetable garden
- creating a native plant garden
- designing and constructing a piece of furniture for a community organisation
- planning a design for a garden irrigation system
- designing an environmentally friendly garden or area
- designing a bush-tucker website.
- rebuilding a car engine
- working with other people to prepare a car for a rally
- building a web page or blog for a project
- building a part of a solar car
- working on a vehicle for the Australian International Pedal Prix
- using desktop publishing to put together an e-portfolio
- helping the webmaster of a local community group
- providing computer maintenance for a community organisation
- participating in a community construction project.

Work and the Community

Activities in this area of study are likely to be about paid work, unpaid work, business, or enterprise. These activities can provide students with opportunities for focused development of the capabilities for literacy and numeracy, critical and creative thinking, ethical understanding, and intercultural understanding.

Examples of activities are:

- comparing various roles within a part-time job
- working in a part-time job
- volunteering/service learning
- working as a member of a community organisation (e.g. as a swimming instructor)
- painting a community house
• investigating industrial relations issues in the workplace (e.g. occupational health and safety, or equal opportunity practices)
• investigating the hours spent by family members on unpaid work in the community
• investigating how workers feel about their work environments
• planning and managing a fundraising project
• taking responsibility for an aspect of a family business
• creating an e-business
• finding out about the legal requirements of running a business
• looking at the business profile of the local community
• devising a form of advertising for a local business
• preparing financial papers for other people.
ASSESSMENT SCOPE AND REQUIREMENTS

All Stage 2 subjects have a school assessment component and an external assessment component.

EVIDENCE OF LEARNING
The following assessment types enable students to demonstrate their learning in Stage 2 Community Studies A:

*School Assessment (70%)*
- Assessment Type 1: Contract of Work

*External Assessment (30%)*
- Assessment Type 2: Reflection.

For a 10-credit and a 20-credit subject, students should provide evidence of their learning through completion of and reflection on a contract of work. This involves each of the two assessment types, including the external assessment component. The nature, scope, and depth of the community activity undertaken in the contract of work should be reflected in the time allocated to a 10-credit or a 20-credit subject.

Where a community activity is undertaken in a group context, each student must present evidence of individual learning so that it can be assessed against the performance standards.

ASSESSMENT DESIGN CRITERIA
The assessment design criteria are based on the learning requirements and are used by:
- teachers to clarify for the student what he or she needs to learn
- teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:
- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:
- planning and organisation
- communication and interaction
- fulfilment of contract of work
- reflection.
The specific features of these criteria are described below. The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

**Planning and Organisation**

The specific features are as follows:

- **PO1** Planning, exploration, and development of a contract of work with challenging and achievable individual goals, and strategies for completing the contract.
- **PO2** Identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.
- **PO3** Exploration of relevant capabilities and identification of one or more capabilities for focused development.

**Communication and Interaction**

The specific features are as follows:

- **CI1** Interaction with community contact(s), which includes inviting and responding to feedback.
- **CI2** Presentation of a record of evidence, including reporting on the progress of the community activity against individual goals, and development of one or more relevant capabilities.
- **CI3** Presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills.

**Fulfilment of Contract of Work**

The specific features are as follows:

- **FC1** Completion of work in a contract.
- **FC2** Practical action in the local or wider community.
- **FC3** Selection of different sources and application of ideas and information relevant to the community activity.
- **FC4** Development and use of specific knowledge, skills, and capabilities to complete work in the contract.
- **FC5** Independent work and, where relevant, contributions to shared learning situations.

**Reflection**

The specific features are as follows:

- **R1** Evaluation and review of ongoing progress of the community activity against individual goals.
- **R2** Reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.
- **R3** Reflection on the value of the community activity to the student and to others.
SCHOOL ASSESSMENT

Assessment Type 1: Contract of Work

Development of Contract

Students develop a contract of work that shows evidence of how they plan and organise their chosen community activity. This contract of work should give detailed information in each part (see the pro forma on the SACE website — www.sace.sa.edu.au). For most students, the contract of work is developed within the first few weeks of the program. Students may change or modify all or some of their initial contract as part of an ongoing planning strategy.

Students provide evidence of:
- identifying an area of interest and developing this into a practical community activity with clearly defined, challenging, and achievable goals, and strategies for completing the contract
- assessing their existing knowledge and skills, including literacy and numeracy skills, and identifying new knowledge and skills for development, to complete their chosen activity
- exploring the capabilities and identifying one or more for focused development in the context of their community activity.

Folio

Students compile and maintain a structured record of evidence to document their learning in a community context as they undertake all parts of the contract of work in the community. The folio should include evidence of the development of one or more capabilities related to the community activity.

Evidence may be presented using one or a combination of the following forms: written, oral, visual, or digital. Examples could include a logbook or journal entries accompanied by photographs with captions, records, scripts of interviews, minutes of meetings, emails, blogs, wikis, video, or multimedia. Students also reflect on their ongoing development of knowledge and skills and on the feedback they receive from teachers, peers, community contact(s), and others.

Students provide evidence of:
- planning, undertaking, and completing their community activity
- engaging in activities to complete the community activity (e.g. telephoning or emailing, researching from different sources, summarising meetings, and formulating plans) and presenting these in different forms (e.g. digital recording, photographs, transcripts, and other appropriate forms)
- explaining changes or modifications to the contract of work
- inviting feedback from others, including the community contact(s)
- reflecting on the ongoing development of knowledge, skills, and capabilities.

Presentation

Students present their report of, or product resulting from, their community activity to an appropriate community audience. The presentation may be made using one or a combination of the following forms: written, oral, visual, or digital. Depending on the
chosen community activity and the skills and abilities of the student, the presentation could be, for example, a product, event, performance, display, service, or personal folio.

Students invite feedback from their audience; the feedback may be written, oral, or digitally recorded as evidence of learning.

Students provide evidence of:
- communicating aspects of their community activity to an audience
- selecting appropriate form(s) of communication
- inviting and collecting feedback on their presentation from the audience.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:
- planning and organisation
- communication and interaction
- fulfilment of contract of work
- reflection.

EXTERNAL ASSESSMENT

Assessment Type 2: Reflection (30%)

Students review and evaluate their learning experiences. After completing the community activity and receiving feedback from their community contact(s) and others (including the audience of their presentation), students reflect in detail on what they have learnt and the value of their community activity to themselves and to the community. This reflection may be presented using one or a combination of the following forms: written, oral, visual, or digital.

To demonstrate their learning to the highest standard, students should include, as part of their reflection, the following as evidence of learning.

Summary of the Community Activity

Students provide a succinct snapshot of their chosen community activity. Students prepare a summary of the community activity, processes used, and details of presentation completed.

As a guide, the summary should be:
- for a 10-credit subject, a maximum of 200 words if written or a maximum of 1 minute if oral, or the equivalent in multimodal form
- for a 20-credit subject, a maximum of 200 words if written or a maximum of 1 minute if oral, or the equivalent in multimodal form.

Reflection on the Completion of the Contract of Work and the Community Activity

Students reflect on and evaluate the value they have gained from the learning by identifying, analysing, and assessing such aspects as the following: specific problems or challenges encountered; aspects of the activity that were successful and the reasons for this success; the development of their chosen capabilities; the development of relevant literacy and numeracy skills; their preferred ways of learning; the reasons for and effects of any changes made to the initial contract of work; newly acquired skills and knowledge
and how these could be used in their future life or career paths; and the impact of new understanding on personal growth.

Students reflect on and evaluate both formal and informal feedback obtained from their community contact(s) and other sources. This feedback may be given in a variety of ways, such as notes or tips, pro formas, checklists, and comments. Students may also describe their feelings and attitudes to the community feedback and justify their responses.

Students reflect on the value of the community activity to others, which could include such aspects as ongoing service learning, community partnerships, and school-to-work links and pathways.

As a guide, the reflection should be:
• for a 10-credit subject, a maximum of 500 words if written or a maximum of 3 minutes if oral, or the equivalent in multimodal form
• for a 20-credit subject, a maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.

The following specific features of the assessment design criteria for this subject are assessed in the external assessment component:
• reflection — R2 and R3.

**PERFORMANCE STANDARDS**

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:
• referring to the performance standards
• assigning a grade OA*, or A to E for the assessment type.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade OA*, or A to E.

*An OA represents outstanding achievement in all requirements of the assessment type.
## Performance Standards for Stage 2 Community Studies A

<table>
<thead>
<tr>
<th>Planning and Organisation</th>
<th>Communication and Interaction</th>
<th>Fulfilment of Contract of Work</th>
<th>Reflection</th>
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<tr>
<td><strong>A</strong></td>
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<tr>
<td>Focused planning and exploration, and purposeful development of a contract of work with challenging and achievable individual goals, and clear strategies for completing the contract.</td>
<td>Proactive interaction with community contact(s), which includes inviting and responding to feedback to enhance the community activity and achieve goals.</td>
<td>Completion of all work in a contract</td>
<td>In-depth evaluation and review of ongoing progress of the wider community activity against individual goals, with frequent justification of choices and actions in relation to the goals and purpose of the community activity.</td>
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<td>Insightful identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</td>
<td>Extensive and clear presentation of a record of evidence, including comprehensive reporting on the progress of the community activity against individual goals, and clear and focused development of one or more relevant capabilities.</td>
<td>Well-planned, organised, and significant practical action in the local or wider community.</td>
<td>Insightful reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</td>
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<td>Thorough exploration of relevant capabilities and clear identification of one or more capabilities for focused development.</td>
<td>Purposeful, insightful, and clear presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills.</td>
<td>Perceptive selection of a variety of appropriate sources, and application of highly relevant ideas and information to inform the community activity.</td>
<td>Explicit and insightful reflection on the value of the community activity to the student and to others.</td>
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<td><strong>B</strong></td>
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<tr>
<td>Well-considered planning and exploration, and logical development of a contract of work with challenging and achievable individual goals, and several strategies for completing the contract.</td>
<td>Constructive interaction with community contact(s), which includes inviting and responding to feedback to assist the progress of the community activity.</td>
<td>Completion of all work in a contract</td>
<td>Some depth in evaluation and review of ongoing progress of the community activity against individual goals, with justification of choices and actions in relation to the goals and purpose of the community activity.</td>
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<td>Thoughtful identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</td>
<td>Thorough presentation of a record of evidence, including reporting on the progress of the community activity against individual goals, and clear development of one or more relevant capabilities.</td>
<td>Well-organised and appropriate practical action in the local or wider community.</td>
<td>Well-considered reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</td>
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<td>Well-considered exploration of relevant capabilities and identification of one or more capabilities for focused development.</td>
<td>Clear and thorough presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills.</td>
<td>Thoughtful selection of different appropriate sources and application of ideas and information relevant to the community activity.</td>
<td>Some depth in reflection on the value of the community activity to the student and to others.</td>
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<td><strong>C</strong></td>
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<td>Appropriate planning, exploration, and development of a contract of work, with achievable individual goals, some of which are challenging, and a small number of strategies for completing the contract.</td>
<td>Appropriate interaction with community contact(s), which includes inviting feedback, with responses often at a personal level. Competent presentation of a record of evidence, including reporting on the progress of the community activity against individual goals, and appropriate development of one or more relevant capabilities. Mostly clear and appropriate presentation of most aspects of the community activity and its outcome to an audience, using relevant knowledge and skills.</td>
<td>Completion of all work in a contract Mostly organised and appropriate practical action in the local or wider community. Appropriate selection of sources and application of ideas and information relevant to the community activity. Appropriate development and use of specific knowledge, skills and capabilities to complete work in the contract. Generally productive independent work and, where relevant, generally productive contribution to shared learning situations.</td>
<td>Competent review, with some evaluation, of ongoing progress of the community activity against individual goals, with some detail in sections. Considered reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity. Considered reflection on the value of the community activity to the student and to others.</td>
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<td>Appropriate identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed. Considered exploration of some aspects of relevant capabilities and identification of one or more capabilities for focused development.</td>
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<td>Some interaction with one or more community contacts and some attempts to seek feedback and respond to it. Presentation of a record of evidence that reports on some aspects of progress in the community activity against individual goals, mainly in narrative, and shows some endeavour to develop one or more relevant capabilities. Basic presentation of some aspects of the community activity to an audience.</td>
<td>Completion of some work in a contract Some elements of a planned practical action in the local or wider community. Identification of some sources and use of some basic ideas and information. Application of a few skills to attempt aspects of work in the contract. Some engagement in independent work and, where relevant, some participation in shared learning situations.</td>
<td>Some superficial review of aspects of ongoing progress of the community activity. Some basic consideration of development of knowledge and skills, including the selected capability or capabilities, related to the community activity. Some basic description of the value of the community activity to the student.</td>
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<td>With support, setting of some achievable individual goals and identification of at least one strategy for a contract of work. With support, identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed. Some identification of aspects of a capability and its relevance to the community activity.</td>
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<td>With support, identification of some individual goals for a contract of work, and recognition of the need to identify strategies. Recognition, with prompting, of existing knowledge or skills, and/or literacy or numeracy skills, and knowledge or skill to be developed. Emerging awareness of the capabilities and their relevance.</td>
<td>Intermittent interaction with one or more community contacts. Report on an aspect of progress in the community activity against individual goals, mainly using description of attempted learning, and isolated attempts to develop one or more relevant capabilities. Description, without presentation, of the community activity to an audience.</td>
<td>Description of one aspect of progress, with limited detail. With prompting, some limited consideration of the development of a skill (or an aspect of a capability) related to the community activity. Brief description of the value of the community activity to the student.</td>
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Stage 2 Community Studies B
LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Community Studies B.

In this subject, students are expected to:
1. develop knowledge, skills, and understanding in a particular field of study
2. identify one or more capabilities for focused development
3. locate, select, organise, and use ideas, resources, and information
4. learn in a range of settings, including school and the wider community
5. negotiate, plan, and make decisions
6. report and reflect on a community application activity.

FIELDS OF STUDY
Community Studies B is a 10-credit subject or a 20-credit subject at Stage 2. Students may undertake more than one Community Studies subject, but only one enrolment per field of study.

In developing an individual program of learning students will base their learning on the knowledge, skills, and understanding described in a field of study in a Board-accredited SACE Stage 2 subject. Each student will show evidence of learning against some of the learning requirements described in a selected Stage 2 subject, and will also demonstrate learning through a community application activity that is based on the selected subject. Each individual program of learning is placed within one of the following fields of study:

- Humanities and the Community
- Science, Technology, Engineering, and Mathematics (STEM) and the Community
- Interdisciplinary Learning and the Community.

Students base their learning on the knowledge, skills, and understanding described in a particular Stage 2 subject, and frame this learning within the most appropriate field of study. Examples of subjects in a particular field of study are included below.

The learning from some subjects can reasonably be placed in more than one field of study. Students may also choose to take an interdisciplinary approach to learning that starts in a particular field of study. For example, it could be argued that SACE Stage 2 Economics could be placed equally well in either the Humanities and the Community field of study or the Interdisciplinary Learning and the Community field of study.
Ideas for Activities in each Field of Study

Ideas for activities that relate to each of the three fields of study will be shaped by the selected Stage 2 subject chosen for study.

Learning activities for Community Studies B can be classified in two parts:
1. Learning activities related directly to the learning requirements of another Stage 2 subject.
2. Learning activities related to a community application activity that applies learning from the selected Stage 2 subject to a community context.

For ideas related to the selected SACE Stage 2 subject, refer to the relevant Stage 2 subject outline.

Some ideas for community application activities in the three fields of study are described on the following pages. As a guide, the student undertakes this community application activity in approximately 20 hours of programmed time for a 20-credit subject, and approximately 10 hours of programmed time for a 10-credit subject.

Humanities and the Community

Community application activities in this field of study are likely to focus on the application of knowledge, skills, and understanding in the subject (e.g. Economics, Geography, or Modern History) to a community context. Community application activities in this field of study can provide students with opportunities to develop and demonstrate one or more of the capabilities.

Examples of community application activities in this field of study are:
- interviewing a person about his or her experiences in an event that occurred several years ago — e.g. Vietnam War or conflict in Afghanistan (Modern History)
- investigating a strategy that could be implemented to reduce coastal erosion (Geography)
- investigating a contemporary legal issue — e.g. the placement of bicycle lanes (Legal Studies)
- writing a history of a family member (Modern History)
- recording a piece of music (Music Individual Study)
- presenting information in two languages (Languages)
- investigating the role of home detention as an alternative for low-level offenders in the legal system (Legal Studies)
- investigating how the increased use of drugs in the community impacts on the legal system (Legal Studies)
- investigating what legal support is available to less financially well off people facing court (Legal Studies)
- investigating the effects of an event on tourism in a specific region (Tourism)
- volunteering (Child Studies)
- investigating the planning and preparation a new parent may need to do before the birth of a child (Child Studies).
STEM and the Community

Community application activities in this field of study are likely to focus on the application of knowledge, skills, and understanding in the subject (e.g. Biology, Design and Technology, or General Mathematics) to a community context. Community application activities in this field of study can provide students with opportunities to develop and demonstrate one or more of the capabilities.

Examples of community application activities in this field of study are:

- conducting an investigation on the quality of water run-off from roads in a local region (Biology)
- investigating how a natural predator can be used to reduce chemical use in gardens and agriculture (Biology)
- investigating a strategy to reduce erosion on a local beach (Geography)
- investigating safety issues related to chemicals used in a range of work and/or home environments (Scientific Studies)
- investigating safety issues related to cars (Design and Technology)
- designing a vegetable garden for a school (Agriculture and Horticulture)
- helping a webmaster of a local community group (Information Technology)
- investigating how training activities can reduce reaction time in an athlete (Physical Education)
- designing a fitness regime for an athlete recovering from an injury (Physical Education)
- investigating the costs of taking a state netball team interstate for national trials over a week (Essential Mathematics)
- undertaking work experience in an accountancy firm (Accountancy).

Interdisciplinary Learning and the Community

Community application activities in this field of study are likely to focus on the application of knowledge, skills, and understanding in the subject (e.g. Physical Education, Economics, or Psychology) to a community context. Community application activities in this field of study can provide students with opportunities to develop and demonstrate one or more of the capabilities.

Examples of community application activities in this field of study are:

- devising a portfolio of ideas for the advertising for a local business (Business and Enterprise)
- investigating how the media approached a particular issue (Media Studies)
- investigating the differences between the reporting of male and female sports in the media (Essential English)
- designing a coaching program for teenagers involved in a sport (Physical Education)
- investigating the quality and training required to become an umpire in a designated sport (Physical Education)
- working as a member of a community organisation — e.g. as a swimming instructor (Physical Education)
- investigating the use of 3D printing (Information Technology)
- planning and managing a fundraising project (Business and Enterprise)
- investigating ideas for setting up an e-business (Information Technology)
- designing a logo and brand style for a new youth club (Visual Arts — Design)
• investigating consumer attitudes towards using environmentally friendly household cleaning products (Scientific Studies)
• investigating whether personality assessments can be useful in the workplace (Psychology)
• creating affordable, nutritional dishes using seasonal, local ingredients (Food and Hospitality)
• creating healthy lunch options for a junior primary student (Food and Hospitality)
• comparing the educational value of some popular children’s toys (Child Studies)
• comparing the nutritional value and cost of buying fast foods compared with making similar home-cooked dishes (Food and Hospitality)
• finding out about the legal requirements for running a small business (Legal Studies).

Approaches to Programming
Schools are able to program this subject in a variety of ways. Some examples follow:
• Students may enrol in Community Studies B from the beginning of the year, basing their learning on the knowledge, skills, and understanding described in a field of study from another selected Stage 2 subject.
• Students begin studying a Stage 2 subject (e.g. Geography). During the course of the year, one or more of these students decides to withdraw from Geography and re-enrol in Community Studies B, Humanities and the Community, with a Geography focus.
• Teaching arrangements are made for individual students studying particular Community Studies B subjects.
• Community Studies B students, focusing on a particular field of study, are taught individually or in a class of students.
• Community Studies B students are taught together with students studying the same Stage 2 subject — for example, Community Studies B students studying Humanities and the Community with a Geography focus are taught together with students studying Stage 2 Geography.

Regardless of how the program is taught in the school, all Community Studies B teaching programs have two essential parts, which are explained using the Geography example.
1. Students undertake learning associated with some of the learning requirements of SACE Stage 2 Geography.
   As part of the folio (see Assessment Type 1), the students either complete some of the assessment tasks that are specified for the school assessment component for Stage 2 Geography, or undertake specifically designed assessment tasks that relate to the Stage 2 Geography learning requirements. Evidence for the folio can come from tasks designed as formative or summative assessments. This evidence is assessed against the specific assessment design criteria (knowledge and understanding; planning and organisation; and application and reflection) and specific features for Community Studies B.

2. Students apply their knowledge, skills, and understanding of an aspect of Stage 2 Geography to a community context.
   As a guide, the student undertakes this community application activity in approximately 20 hours of programmed time for a 20-credit subject, and approximately 10 hours of programmed time for a 10-credit subject. This evidence is assessed against the specific assessment design criteria and specific features for Community Studies B (planning and organisation, and application and reflection).
ASSESSMENT SCOPE AND REQUIREMENTS

All Stage 2 subjects have a school assessment component and an external assessment component.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Community Studies B:

School Assessment (70%)
- Assessment Type 1: Folio

External Assessment (30%)
- Assessment Type 2: Community Application Activity

For a 10-credit subject, students should provide evidence of their learning through the completion of at least two tasks in the folio and one community application activity.

For a 20-credit subject, students should provide evidence of their learning through the completion of five tasks in the folio and one community application activity.

Where a community activity is undertaken in a group context, each student must present evidence of individual learning so that it can be assessed against the performance standards.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by:

- teachers to clarify for the student what he or she needs to learn
- teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

- knowledge and understanding
- planning and organisation
- application and reflection.
The specific features of these criteria are described below. The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Knowledge and Understanding
The specific features are as follows:
KU1 Development of some specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject.
KU2 Understanding of one or more concepts of the selected subject.

Planning and Organisation
The specific feature is as follows:
PO1 Planning, exploration, and development of strategies to complete tasks.

Application and Reflection
The specific features are as follows:
AR1 Reflection on the development of some specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject.
AR2 Application of subject-specific knowledge and skills, and the selected capability or capabilities, to the community application activity.
AR3 Report and reflection on the application of knowledge and skills to the community application activity.

SCHOOL ASSESSMENT

Assessment Type 1: Folio (70%)
Students compile and maintain a record of evidence to document their learning from tasks undertaken to meet some specific learning requirements from the selected Stage 2 subject.

For a 10-credit subject, students should provide evidence of learning from the completion of at least two tasks. For a 20-credit subject, students should provide evidence of learning from the completion of at least five tasks.

These tasks may be those that were designed to elicit evidence of learning in the selected subject (e.g. skills and application tasks in the Mathematics or Science subjects). Alternatively, the teacher may design a task specifically to elicit particular evidence of learning from the selected subject.

At least one task must show evidence of reflection on the development of some specific knowledge, skills, and understanding related to the selected Stage 2 subject.
As a set, the tasks for this assessment type must show evidence of students’ learning in relation to each of the following assessment design criteria:

- knowledge and understanding
- planning and organisation
- application and reflection.

EXTERNAL ASSESSMENT

Assessment Type 2: Community Application Activity (30%)

Students undertake a community application activity. This assessment is designed by the student. The student takes an aspect or area of interest from the selected Stage 2 subject, and applies the knowledge, skills, and understanding of the aspect or area of interest to a community context. As a guide, the student undertakes this community application activity in approximately 20 hours of programmed time for a 20-credit subject, and approximately 10 hours of programmed time for a 10-credit subject.

For both a 10-credit subject and a 20-credit subject, the student undertakes one community application activity consisting of two parts.

Examples of community application activities are in the ‘Ideas for Activities in each Field of Study’ section in Learning Scope and Requirements.

Part 1: Report on the Community Application Activity

Students provide a report on their chosen community application activity and processes used. They provide evidence of their planning, organising, and decision-making processes in conducting their activity. In doing so, they consider the role of one or more capabilities in their activity. They document the conduct of their community application activity. This can take a number of forms (e.g. an interview, a reflection, a blog, a diary).

Part 2: Reflection on the Community Application Activity

Students reflect on the success of the community application activity — for example, highlights, learnings, strengths, areas for improvement, how the activity might be used in or by the community.

Together, the report and reflection should be:

- for a 10-credit subject, a maximum of 500 words if written or a maximum of 3 minutes if oral, or the equivalent in multimodal form
- for a 20-credit subject, a maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.

The following specific features of the assessment design criteria for this subject are assessed in the external assessment component:

- planning and organisation — PO1
- application and reflection — AR2 and AR3.
PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:

- referring to the performance standards
- assigning a grade OA* or A to E for the assessment type.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A and E.

*An OA represents outstanding achievement in all requirements of the assessment type.
# Performance Standards for Stage 2 Community Studies B

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Planning and Organisation</th>
<th>Application and Reflection</th>
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| **A**  Productive development of specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject.  
Insightful understanding of one or more concepts of the selected subject. | Focused planning and exploration, and development of clear strategies to complete tasks. | Critical reflection on the development of some specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject.  
Application of a range of subject-specific knowledge and skills, and the selected capability or capabilities to efficiently and thoughtfully complete the community application activity.  
Insightful report and reflection on the application of knowledge and skills to the community application activity. |
| **B**  Mostly productive development of some specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject.  
Thoughtful understanding of one or more concepts of the selected subject. | Well-considered planning and exploration, and development of several strategies for completing tasks. | Thoughtful reflection on the development of some specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject.  
Use of subject-specific knowledge and skills, and the selected capability or capabilities to thoughtfully complete the community application activity.  
Well-considered report and reflection on the application of knowledge and skills to the community application activity. |
| **C**  Development of some specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject.  
Some understanding of one or more concepts of the selected subject. | Appropriate planning and exploration, and development of a small number of strategies to complete tasks. | Considered reflection on the development of some specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject.  
Appropriate use of subject-specific knowledge and skills, and the selected capability or capabilities to complete the community application activity.  
Considered report and reflection on the application of knowledge and skills to the community application activity. |
<table>
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<tr>
<th>Knowledge and Understanding</th>
<th>Planning and Organisation</th>
<th>Application and Reflection</th>
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<tbody>
<tr>
<td><strong>D</strong></td>
<td>Some basic planning and exploration, and the development of at least one strategy to complete one task.</td>
<td>Basic description of some development of knowledge, skills, and/or understanding related to the selected SACE Stage 2 subject.</td>
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<td>Application of some subject-specific knowledge and skills and/or capabilities to attempt aspects of the community application activity.</td>
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<td>Some basic description of the application of knowledge and skills to the community application activity.</td>
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<tr>
<td><strong>E</strong></td>
<td>Limited planning, and recognition of the need to identify strategies to complete tasks.</td>
<td>Limited description of an aspect of knowledge or a skill related to the selected SACE Stage 2 subject.</td>
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<tr>
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<td>Limited application of subject-specific knowledge and/or skills, and/or capabilities to an aspect of the community application activity.</td>
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<tr>
<td></td>
<td></td>
<td>With prompting, some limited description of an aspect related to the community application activity.</td>
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</tbody>
</table>

Some demonstration of basic specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject. Basic understanding of one or more concepts of the selected subject.

Limited demonstration of specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject. Limited understanding of a concept of the selected subject.
ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).
SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE
Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH
Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).